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CHAPTER

5

Identifying Student Needs

Individualized Program Planning

Using Classroom Assessment to Support the IPP Process

2006

IPP

Alberta
EDUCATION

Identifying
Student Needs

Chapter 5

Using Classroom Assessment to Support the IPP Process

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Chapter 5

Using Classroom Assessment to Support the IPP Process

Part of the identification process for students with special education needs is specialized assessment that assesses the student's cognitive ability and achievement. While these types of assessments provide data that can be used for identification and placement purposes, they often need to be supplemented with more specific information for making classroom-level instructional or programming decisions, and developing IPP goals. Classroom assessment complements specialized assessment by providing specific data to create an individualized profile of how a student is performing in a variety of contexts.

Effective classroom assessment:

- confirms and clarifies the student's learning strengths and areas of need
- provides specific information for developing, implementing, monitoring and evaluating programming and IPP goals
- can provide *Current Level of Performance* for areas such as reading, writing, spelling, math, social skills, use of learning strategies, time management and work habits
- can provide data for end-of-the-year Grade Level of Achievement reporting (e.g., grades 1–9 language arts, mathematics, social studies and science, and IPP goals related to nongraded curriculum)
- helps the learning team identify appropriate accommodations and supports
- provides information for planning successful transitions.

Classroom Considerations

Classroom assessment is part of the ongoing teaching-learning process for all students. In addition to conducting the actual assessment, good classroom assessment also involves:

- confirming observations with the student's parents
- identifying environmental factors that may be creating barriers for the student.

There are a number of factors that can affect student performance on assessments which need to be taken into consideration, including distractions, and cultural and linguistic differences. Consider the following guidelines for ensuring that classroom assessments provide basis for sound decision making regarding teaching and learning.

- Conduct assessments in a comfortable, quiet setting at a time when students are physically and mentally prepared to do their best work.
- For measures that will be administered in a large group or whole class setting, take time to ensure that students understand the importance of creating and maintaining a quiet, calm environment so that all students can concentrate.

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- Consider what the results of specific assessments mean for individual students. Consider how it compares to similar assessments the student has done. If possible, have the same individual who conducted the assessments interpret the results, and have the same person administer and score each assessment throughout the course of the year.
- Consider the value systems and norms in students' cultures and how this might affect an individual student's performance on a specific type of assessment.
- Recognize the impact of cultural influences on students' responses and test-taking behaviours.
- Where possible, conduct assessments using students' dominant language. Qualified bilingual professionals, when available, are preferable to interpreters.
- Compare information from assessments with information from other sources and observations to gain a more balanced perspective.

Choosing Assessments

Academic difficulties cannot be identified on the basis of a single test or achievement measure. Similar assessment tools may actually measure very different skills or knowledge. For example, the individual skills being assessed may vary from one particular reading test to the next. One assessment tool may be limited to assessing sight word recognition, another may focus on reading comprehension, and a third may assess several different skill areas in reading.

Furthermore, a student's measured performance may vary widely across tests with different formats that claim to measure the same skills. For example, a student's performance on a multiple-choice measure of spelling may be higher than if the student were required to spell the same words from dictation. Students who are unable to answer content questions on a group achievement test because of poor reading skills may be able to demonstrate knowledge and understanding of concepts if questions are presented orally. Students who work slowly are penalized by measures with time limits, or where speed or length of response is rewarded. For these reasons, a variety of measures should be used in the assessment process.

Assessment for the development and monitoring of IPP goals generally occurs two or three times per year. To ensure consistency, it is important that the same measure be used for each administration. Some assessment tools have two or more versions that can be alternated.

When choosing classroom assessment measures there are a number of important criteria. Consider the following guidelines.

- Ensure that the measure chosen is consistent with the purpose of the assessment and appropriate for the individual student.

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- Ensure that there is congruence between what is being measured and what has been taught.
- Whenever possible, use Canadian versions of achievement measures to increase students' familiarity with the content (e.g., metric units of measure or Canadian events, celebrations and history).
- Consider the test format when choosing assessment tools. Measures vary in the way in which questions are presented and students are required to respond.

School jurisdictions and charter schools will be required to report Grade Level of Achievement (GLA) in grades 1–9 language arts, mathematics, social studies and science. GLA will be reported to Alberta Education as a whole number indicating what grade level a student has achieved. Because students do not learn curricular outcomes in a lock-step manner, norm-referenced achievement tests expressed as grade equivalent scores or decimal numbers (e.g., Grade 3.3) should not be used for GLA reporting.

Some, but not necessarily all, assessments used in the IPP process may also be used in Grade Level of Achievement reporting. For example, certain norm-referenced assessment and decimal scoring may be appropriate to help establish baselines and track growth for some IPP goals but may not be appropriate for Grade Level of Achievement reporting and should never be used as the sole determinant for judging Grade Level of Achievement.

For more information

For more information on this initiative, visit the Alberta Education Web site at www.education.gov.ab.ca/ipr/GLA/.

Observing in the Classroom

The teacher's most important assessment strategy is observation and analysis. Everything stems from clear and systematic observation within the classroom (e.g., Are the skills consistently demonstrated? Are inappropriate behaviours consistent? persistent? intense?). The teacher uses observation to maintain an awareness of the uniqueness that individual students bring to the classroom environment and to specific learning tasks. A good observation process allows the student to demonstrate capabilities within an inviting and engaging learning environment.[1]

Observing students in the classroom and other settings can provide valuable information about academic, motor, communication and social skills. To be most useful, conclusions should be drawn from multiple observations made in a number of situations at various times during the day. Having multiple observers can increase the reliability of the information collected and provide a variety of perspectives. For example, it may be helpful to ask an administrator or teacher assistant to come in and observe the student, and add their observations to those of the teacher.

1. Adapted from Ontario Education, *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* (Toronto, ON: Publications Ontario, 2005), p. 24.

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Sample strategies

Sample strategies for maximizing the effectiveness of observation in the classroom[2]

- Observe students' learning in a continuous, systematic, planned and open manner throughout the school year.
- Obtain descriptive information on a student's learning at a point in time that shows how the student is progressing towards a learning outcome or specific intervention.
- Communicate with the student to encourage him or her to take further risks in the classroom.
- Use observation to encourage greater time on-task, which correlates highly with achievement.
- Repeatedly observe a site-specific inappropriate behaviour or pattern of behaviour to determine whether or not it may be a barrier to learning.
- Determine whether the inappropriate behaviour occurs in a variety of learning settings (e.g., mathematics class at 9:20 a.m. compared with observations made in environmental studies class conducted after lunch).
- Approach the students' learning of a task without bias in terms of personal perceptions of, or reaction to, possible inappropriate behaviours. Be as specific and as objective—nonjudgemental—as possible.
- Know what you want to observe, and design a framework to maximize information that will help enhance student learning. Observations should be factual, and include data that teachers can readily manage and use immediately after the observation period. Limit how many things you observe at the same time.
- Set specific outcome targets in advance. For example, you may choose to observe the frequency of social interaction during a specific group activity.

Sample strategy

One strategy for classroom assessment is an ecological assessment. This process involves observing and assessing the student's functioning in the classroom and in other environments to learn how different environments or activities affect the student's performance. Consider the following sample questions to help direct an ecological assessment.

- Where does the student experience the most difficulty?
- Where does the student experience the least difficulty?
- What is expected of the student in each environment or activity?
- What differences exist in the physical environment, instructional and assessment methods, materials, staffing ratio, activities, rules and routines where the student has the most and least difficulty?
- What are the implications for instructional planning?
- Are there changes that can be made to the learning environments that will enhance the student's performance?

2. Adapted from Ontario Education, *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* (Toronto, ON: Publications Ontario, 2005), p. 25.

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There are a number of common observational methods, including the following.

- *Anecdotal records*—describing incidents or behaviours, including what occurred before, during and after the incident. Anecdotal records should be as objective as possible. Observers should try to write in concrete, narrative terms without making interpretations about the student's feelings or motives.
- *Event recording*—tallying the number of times a particular behaviour occurs during a given time period, such as a class period or a school day (e.g., the number of times a student gets out of his or her seat).
- *Duration recording*—recording how much time a student spends demonstrating a behaviour of concern (e.g., talking to others, rocking in desk) or a behaviour to be encouraged (e.g., on-task behaviour). Observers should try to record the duration as precisely as possible.
- *Checklists and rating scales*—checklists typically involve noting whether or not a particular characteristic is present or absent, while rating scales involve noting the degree to which the characteristic is present or how often a specific behaviour occurs. Many checklists and rating scales may be developed locally or found in published resource manuals.

Consider the following types of questions when making observations of inappropriate behaviours.[3]

How often have I observed a particular behaviour?
Consider frequency and consistency (e.g., of time and duration) to help determine how much of a barrier a particular off-task or inappropriate behaviour might be.

Do particular behaviours seem to occur randomly or is there a pattern?
Consider whether or not the behaviours are observed only during specific tasks or activities, subjects, times of day, days of the week. A pattern of situation-specific observations is different from observations made across situations.

Are behaviours intense enough that they interfere with learning tasks?
Consider that students may demonstrate inappropriate behaviour when approaching new tasks. Those who have particular difficulty learning new things will take longer and may need more time to "catch on"; or they may need a different view of approaching the new task before they understand it.

The classroom teacher needs to attain a detailed picture of an individual student's strengths and needs from observational data and information from clinical reports and other assessments. Teachers need to check their observational data against information gathered from other sources to confirm patterns revealed by observation and assessment.[3] They can then

3. Adapted from Ontario Education, *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* (Toronto, ON: Publications Ontario, 2005), pp. 25–26.

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further investigate discrepancies, and call in other experts, as needed. This will provide the learning team with starting points for investigating discrepancies and deciding on what additional assessment might be needed.

Reviewing Student Samples

Teachers often review samples of student work, errors or activities to identify students' strengths and areas of need.

- *Work samples*—including portfolio reviews, writing samples, homework, journals, art projects and completed vocational products.
- *Error analysis*—examination of student responses to determine whether there is a pattern of errors and, if so, what the cause may be. Error analysis is commonly used in mathematics, reading and spelling.
- *Activity samples*—including presentations, performance during individual or group activities, or videotaping students while they complete tasks.

Using Teacher-developed Assessments

Teachers frequently develop and use their own assessments to determine students' skills and knowledge before and after instruction on a particular topic. These assessments may include paper-and-pencil tests, informal inventories, questionnaires and surveys.

Assessing Reading Skills

There are a variety of ways to assess a student's reading skills. Consider the following sample measures.

Concepts about print

In Kindergarten and Grade 1, the basic concepts a student understands about print are a starting point for reading. A concepts about print (CAP) assessment involves observations about the student's awareness of critical concepts such as which way to go, where to start reading and where to go next. Fountas and Pinnell (1996) suggest that this assessment be carried out in a shared reading situation with the teacher and student sitting together and the teacher reading a story with the help of the student. Through the process, the teacher can assess "word-by-word matching in reading, book handling skills, locating words in print, distinguishing between the idea of letter and word, the meaning of punctuation and other print details" (p. 77).

Survey of reading attitudes

Students' attitudes about reading are valuable information in developing IPP goals as well as monitoring progress in reading throughout the year. Commercial reading attitude surveys are available for both elementary and secondary students. Many teachers choose to create their own surveys to gather the specific information they need about the reading attitudes of the students they teach.

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Appendices

See Appendix 5-A for a sample reading attitude survey.

Survey of reading strategies

Information about the kinds of reading strategies a student uses can be gathered using a reading strategies survey. Such a survey provides insight into the student's metacognitive awareness of his or her reading process. The information gathered can be combined with teacher observations in order to gain a more complete picture of the student's reading ability.

Appendices

See Appendix 5-B for a sample survey of reading strategies.

Sight words

A number of word lists exist to assess a student's ability to read words by sight. One of the most common is the Dolch list. These lists group words by grade level, and can be used to determine a student's grade level ability to recognize words in isolation. Sight word recognition can be checked regularly throughout the school year. As well, teachers can look for opportunities to observe the student's ability to read these words in context in the classroom.

Running records

Running records, or oral reading records, are a record of a student's reading of a particular text. The teacher listens to a student read the passage and records the student's errors on a record sheet. Common types of errors include word omissions or additions, mispronunciations and word substitutions. A completed running record is illustrated on the following page.

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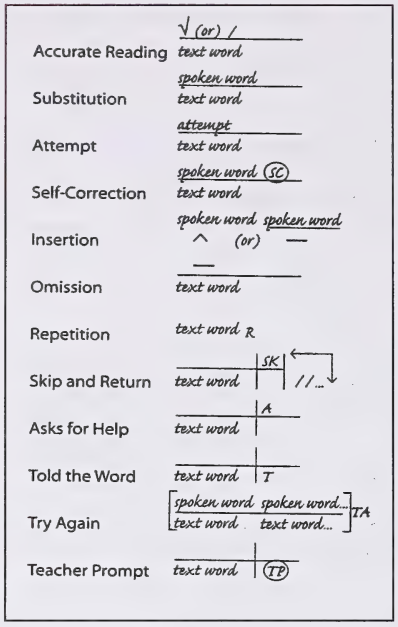

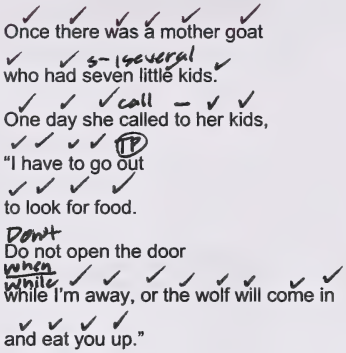

Running records allow teachers to determine the "just right" level of books for a student. By counting up the number of errors and dividing by the total number of words in the passage, the teacher can get an indication of the level of difficulty of the text for the student. Generally, 90–100 percent accuracy suggests a book is at the independent level, 80–90 percent accuracy suggests the book is at the instructional or "just right" level, and below 80 percent accuracy reflects a book that is too hard for the student at this time.

Running records also provide teachers with information about the student's ability to self-monitor when reading. By examining the student's self-corrections and self-talk during the reading of the passage, the teacher gains insight into the student's awareness of his or her reading process.

Informal reading inventories

Several informal reading inventories are available commercially. Frequently used inventories include the *Qualitative Reading Inventory (QRI)*, *The Burns/Roe Informal Reading Inventory* and *Jerry L. Johns Reading Inventory*. Each of these resources combines a number of assessment strategies that are useful for both elementary and secondary assessment, including:

- sight word recognition sections
- oral reading passages that can be timed or used to record errors, along with comprehension questions to monitor understanding

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- silent reading passages and accompanying comprehension questions that allow teachers to compare performance for oral and silent reading and to determine which types of questions (e.g., recall, inference, analysis) the student finds easy and those that present a particular challenge.

Observation

Watching students as they read can be a practical and effective way to gain a more holistic understanding of reading strengths and difficulties.

Appendices

See Appendix 5-C for sample questions to guide observations of student reading.

Assessing Writing Skills

Writing samples are commonly used to measure a student's achievement in writing. Consider the following sample steps for using writing samples to assess student writing.

1. Provide students with a picture prompt or sentence starter.
2. Explain that the writing sample will be done independently with no class brainstorming or discussion.
3. Establish a specific time frame. For example:
   A. Planning 10 minutes
   B. Writing draft 30 minutes
   C. Revising 10 minutes
4. Have students write a first draft. Encourage them to double-space and write on one side of the page only.
5. Encourage students to edit their own work in coloured pen. Encourage the use of COPS and proper editing symbols. Consider setting a target for number of revisions. For example: *Make at least five changes or additions to your first draft.*
6. Provide writing tools such as electronic spell checkers, dictionaries and word banks during the revision time only.
7. Have students date, title and record the number of words written. Consider including a short student reflection.

Writing samples can be collected at the beginning of the year to assess strengths and areas of need, and to gather information for setting an IPP goal. Additional samples can be gathered at various points during the year (e.g., monthly or three times per year) to monitor progress. To use writing samples to inform IPP goals and monitor growth, it is important to analyze content, organization and language, not just writing mechanics. Remember that elements like punctuation and spelling are only one part of achievement; difficulties in these areas do not prevent the overall success of the writing. For example, 80 percent correct spelling is generally considered readable. Because features like content and organization are more subjective, it can be helpful to use a rubric to guide the assessment process.

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Appendices

See Appendix 5-D for a sample rubric adapted from a provincial achievement test scoring guide for Grade 3 writing.

Sample strategies

In addition to this overall analysis, teachers may also review writing samples to identify difficulties or changes in specific areas such as length of writing or revision skills. Consider the following sample strategies for assessing writing samples.

- Compare word counts from one sample to the next.
- Underline misspellings and compare percentages of correct spellings from one sample to the next (if the same word is misspelled more than once, count it only once).
- Target a specific skill such as descriptive words or transitional sentences and identify examples within each writing sample.
- Examine revisions. Does the student make effective changes to his or her own writing?

Assessing Spelling Skills

A number of measures exist for assessing and monitoring a student's abilities in spelling. Consider the following sample measures for assessing spelling.

- Graded word lists, such as the Schonnell Spelling Test. Most graded word lists can be administered individually, in small groups or in a whole class setting.
- Analysis of student writing samples. This analysis lets teachers assess students' spelling skills within the context of their daily writing and to identify words that are particularly challenging for students.
- 'Best try' booklets, in which students write their best try for a word they wish to use in their writing and the teacher then provides the correct spelling together with an impromptu mini-lesson. These booklets allow teachers to monitor a student's mastery of specific spelling patterns and become a record of a student's spelling growth over the course of the year.

Name P.J. Date Nov. 6

Best Try	*Spelling*	*Word Bank*
ntilijent	intelligent	☑
		☐
		☐

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Assessing Mathematics Skills

Assessing a student's math skills for the purpose of formulating an IPP goal can be done in a number of ways. Many published math programs include a cumulative review for each grade level. This review can be used at the beginning of the year as a pre-test to determine those concepts the student understands and those which are challenging. The review can then be administered again at the end of the year to assess the student's growth. Some teachers create their own cumulative review for this purpose by compiling sample questions from each of the units covered over the course of the year.

Pre-tests for specific skills or concepts can also be used before a unit is taught to determine what students already know and where the challenges are. This information can be used to create short-term IPP objectives, or to help students set appropriate goals for the upcoming unit.

Assessing Learning Strategies and Work Habits

Learning strategies and work habits include skills, behaviours and attitudes related to tasks such as:

- note taking
- studying
- test taking
- project management
- organization
- time management.

These types of skills, behaviours and attitudes are important for the success of students with special education needs, particularly as they transition to high school and post-secondary settings, and are often included as IPP goals or objectives. One way to assess learning strategies and work habits is using self-assessment checklists and rating scales. Students can use the information they gain from completing these self-assessments to inform their learning goals during the year, while teachers can use the information to develop and monitor IPP goals.

Assessing Social Skills

Social skills can be assessed in a number of ways, including self-assessment checklists, teacher observation, anecdotal records, surveys and student self-monitoring. For example, a checklist could be completed by two or more teachers and the student, and results compared and discussed.

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Appendices

See Appendix 5-E for a sample inventory of social skills.

Other Diagnostic Assessments

Diagnostic assessments are published assessment instruments that teachers can use to more accurately identify a student's learning difficulty and then be better able to choose the most appropriate types of instructional strategies and accommodations to support the student's individual strengths and areas of need.

Alberta Education has authorized a number of diagnostic assessments in the area of literacy for students in Kindergarten to Grade 3. These assessments can be used by the classroom teacher and may be helpful in the IPP process.

Appendices

See Appendix 5-F for a list of authorized resources to support primary programs (Kindergarten to Grade 3).

Alberta Education also provides a list of commonly used instruments for assessing students in Alberta in the areas of academic achievement, adaptive behaviours, and receptive and expressive language. These assessments can be used by classroom teachers who have some training to use the instrument. A number of the instruments require graduate training.

Appendices

See Appendix 5-G for a list of commonly-used published assessment instruments.

Sharing Classroom Assessment Results

Classroom assessment results are typically shared with the student, parents and with other school personnel directly involved with the student. It is important that the results of the assessment be presented in a clear, meaningful way, and that there be time to reflect on the information and ask questions about results.

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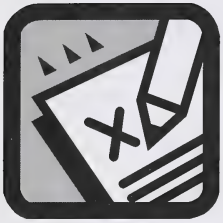
Using Classroom Assessment to Support the IPP Process



These tools are available in PDF format at www.education.gov.ab.ca/k_12/specialneeds/resource.asp and on the CD–ROM packaged with the print version of this resource.

The purpose of these sample tools is to enrich the IPP process. These tools should be used selectively and can be adapted to best meet the needs of individual students. Many of these tools will be used informally as part of the IPP development process and not as products for the student's permanent school record.

5-A Reading Attitudes Interview

5-B Reading Strategies Survey

5-C Observation Guide to Reading

5-D Narrative Writing—Scoring Criteria

5-E Getting Along with Others Inventory

5-F Diagnostic Assessment for Primary Programs

5-G Commonly-used Published Assessment Instruments

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Appendix 5-A

Reading Attitudes Interview

Name _____ Date: _____

1. How do you feel about reading?

2. What kinds of books do you like to read?

3. Who are your favourite authors?

4. How do you decide what book to read?

5. How often do you decide what book to read?

6. a. Do you know someone who is a good reader?

   b. What makes _____ a good reader?

7. If you knew someone who was having trouble reading, how would you help them?

8. Do you think you are a good reader? Why or why not?

9. What would you like to do better as a reader?

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Appendix 5-B

Reading Strategies Survey

	Usually	Sometimes	Never
1. I study the title and pictures or photographs, and try to predict what the selection is about.	❑	❑	❑
2. I try to predict what is going to happen next in the selection.	❑	❑	❑
3. I break new words into familiar chunks in order to pronounce words properly.	❑	❑	❑
4. I think about movies, TV shows or books that might be similar in some way.	❑	❑	❑
5. I study the illustrations, photographs or diagrams for information.	❑	❑	❑
6. I reread when I don't understand.	❑	❑	❑
7. I imagine myself right in the story.	❑	❑	❑
8. I conference with others to clear up confusing parts.	❑	❑	❑
9. I think about how the story is like something I have experienced.	❑	❑	❑
10. I try to figure out the main idea of the selection.	❑	❑	❑
11. I try retelling the story in my head.	❑	❑	❑
12. I look up new words in the dictionary.	❑	❑	❑
13. I self-correct when I mispronounce a word.	❑	❑	❑
14. I ask questions about what I read.	❑	❑	❑
15. I change my reading rate to adjust for the task or text.	❑	❑	❑

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Appendix 5-B

Reading Strategies Survey (continued) page 2/2

16. How has your reading changed this year?

17. What strategy helps you the most when reading?

18. What do you need to continue to work on?

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Appendix 5-C

Observation Guide to Reading

When observing a student's reading, you may want to check for the following.

- Does the student use any prereading activities, e.g., look at title, look at pictures, skim the page?
- Does the student hesitate to begin?
- Does the student appear comfortable reading? Is the student easily frustrated?
- Do the student's eye or head movements suggest a lot of backtracking when reading?
- Does the student squint or keep the book close to his or her face?
- Does the student use a finger or pencil for tracking?
- Does the student have difficulty with basic reading skills: sight vocabulary, decoding skills?
- What types of words are recognized/not recognized?
- What aspects of decoding are difficult for the student?
- What does the student do when encountering a word he or she doesn't know: Substitute another word? Sound it out? Skip it?
- Are miscues grammatically correct? For example, if the student misreads a word, is it the proper tense?
- Does the student leave out or change words?
- Is the student reading for meaning?
- Does the student replace the correct word with a different word that maintains meaning or one that looks similar but has a different meaning?
- Are words read in a monotone, without intonation?
- Are words phrased appropriately?
- Does the student self-correct without prompting?

Adapted with permission from The Learning Centre–Calgary and Alberta Vocational College–Calgary, *Asking the Right Questions: Assessment and Program Planning for Adults with Learning Difficulties (Revised Edition)* (Calgary, AB: The Learning Centre–Calgary and Alberta Vocational College–Calgary, 1995), p. 110.

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Appendix 5-D

Narrative Writing—Scoring Criteria

Name _____ Date _____ Writing sample # _____

Content	
5 standard of excellence	• events/actions consistently appropriate • details specific and consistently effective • captivates and holds reader's interest
4 approaches standard of excellence	• events/actions appropriate • details specific and generally effective • engages and generally holds reader's interest
3 acceptable standard	• majority of events/actions appropriate • details are general but are appropriate • generally holds reader's interest
2 does not meet acceptable standard	• context is vaguely established and may not be sustained • some events/actions appropriate • details are few and may be repetitive • does not hold reader's interest or is confusing/frustrating for reader

Organization	
5 standard of excellence	• beginning captures reader's attention, clearly establishes events, characters, setting and provides for direction of writing • connections and/or relationships between events, actions, details and/or characters are consistently maintained • ending ties events and/or actions together
4 approaches standard of excellence	• beginning clearly establishes events, characters, setting and provides direction for writing • connections and/or relationships between events, actions, details and/or characters are maintained • ending provides an appropriate finish for events
3 acceptable standard	• beginning provides information about events, characters, setting • connections and/or relationships between events, actions, details and/or characters are attempted • ending is predictable and/or contrived but is connected to events
2 does not meet acceptable standard	• introduction provides little information or is confusing • connections and/or relationships between events, actions and details is missing • ending is missing or unconnected to events and actions

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Appendix 5-D

Narrative Writing—Scoring Criteria (continued) page 2/3

Sentence Structure	
5 standard of excellence	• standard and effective sentence construction throughout • sentence type and length effective and varied throughout
4 approaches standard of excellence	• standard sentence construction throughout • sentence type and length usually effective and varied
3 acceptable standard	• most sentences are standard construction • sentences may vary in type and length but are generally common construction
2 does not meet acceptable standard	• some thought units are standard sentences, but many are not • sentences, if present, are basic subject/verb constructions, without qualifiers

Vocabulary	
5 standard of excellence	• words and expressions are descriptive and consistently precise and effective
4 approaches standard of excellence	• words and expressions are descriptive and generally specific and effective
3 acceptable standard	• words and expressions are clear and usually more general than specific
2 does not meet acceptable standard	• words and expressions are simple and may be repetitive or difficult to discern

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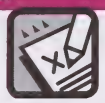

Appendix 5-D

Narrative Writing—Scoring Criteria (continued) page 3/3

Conventions • end punctuation and capitalization • spelling • clarity *Proportion of error to length and complexity of response must be considered.*	
5 standard of excellence	• end punctuation and capitalization correct • most words spelled correctly • spelling and grammatical errors do not affect clarity and effectiveness of written text
4 approaches standard of excellence	• end punctuation and capitalization essentially correct • most familiar words spelled correctly; spelling errors are understandable "slips"; unfamiliar words may be spelled phonetically • spelling and grammatical errors have minimal effect on clarity and effectiveness of written text
3 acceptable standard	• conventional end punctuation and capitalization usually correct • many familiar words spelled correctly; unfamiliar words spelled phonetically • spelling and grammatical errors may affect clarity of written text
2 does not meet acceptable standard	• inconsistent or no evidence of end punctuation and capitalization • many misspellings; errors suggest uneven control of spelling rules • errors interfere with clarity and effectiveness of written text

Weighting

- Content _____ × 2 = _____
- Organization _____ × 2 = _____
- Sentence structure _____ × 1 = _____
- Vocabulary _____ × 1 = _____
- Conventions _____ × 1 = _____

Total _____ ÷ 7 = _____/5

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Appendix 5-E

Getting Along with Others Inventory

Name: _____ Date: _____

In class	Always	Usually	Sometimes	Not yet
• I arrive in class on time.	❑	❑	❑	❑
• I bring needed books and supplies.	❑	❑	❑	❑
• I greet other students as I enter the classroom.	❑	❑	❑	❑
• I answer questions with a few sentences.	❑	❑	❑	❑
• When I start a conversation, I check that the other people appear interested.	❑	❑	❑	❑
• I limit small talk to before and after class.	❑	❑	❑	❑
• I sit up straight.	❑	❑	❑	❑
• I remove distracting hoods and hats.	❑	❑	❑	❑
• I make eye contact with others.	❑	❑	❑	❑
• I show active listening by nodding my head and turning to the speaker.	❑	❑	❑	❑
• I volunteer at least two answers per class.	❑	❑	❑	❑
• If I've missed directions, I look to other students for clues.	❑	❑	❑	❑
With partners and in small groups				
• I am willing to work with a variety of partners.	❑	❑	❑	❑
• I try to make others feel comfortable by making small talk.	❑	❑	❑	❑
• I show that I'm willing to work with others by moving closer.	❑	❑	❑	❑
• I am polite to people I would rather not work with.	❑	❑	❑	❑
• I listen carefully to directions.	❑	❑	❑	❑
• I clarify directions with my partners.	❑	❑	❑	❑
• I make a rough plan.	❑	❑	❑	❑

This appendix from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), pp. 95–96.

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Appendix 5-E

Getting Along with Others Inventory (continued) page 2/2

With partners and in small groups (cont.)	Always	Usually	Sometimes	Not yet
• I check the deadlines.	❑	❑	❑	❑
• I use a quiet voice.	❑	❑	❑	❑
• I stay with my group and focus on the task.	❑	❑	❑	❑
• I resist complaining about the assignment.	❑	❑	❑	❑
• I do my share of the work.	❑	❑	❑	❑
• I volunteer ideas.	❑	❑	❑	❑
• I show good listening.	❑	❑	❑	❑
• I encourage others to contribute their ideas.	❑	❑	❑	❑
• I refrain from put-downs of other people's ideas.	❑	❑	❑	❑
• I am willing to try new roles, even if I'm uncomfortable.	❑	❑	❑	❑
• I support my partners in group presentations.	❑	❑	❑	❑
Solving problems				
• I use all my skills to build a positive working relationship with partners.	❑	❑	❑	❑
• I let partners know when I think we have a problem.	❑	❑	❑	❑
• I am willing to make a new plan and start over.	❑	❑	❑	❑
• If necessary, I'll share my concerns with the teacher.	❑	❑	❑	❑
Getting connected				
• I participate in at least one extracurricular activity each term.	❑	❑	❑	❑

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Appendix 5-F

Diagnostic Assessment for Primary Programs (November 2004)

Early language and mathematical thinking is intuitive and constructivist in nature, and develops as children experience the world around them. There are stages in the development of literacy and numeracy.

The purpose of diagnostic assessments is to identify students' strengths and weaknesses so that classroom teachers can select appropriate instructional strategies to overcome weaknesses and build on the strengths of the learner. These assessments emphasize process-oriented activities that focus on higher level thinking skills rather than on product-oriented activities emphasizing the mastery of discrete skills.

Primary program resources authorized for diagnostic assessment help Kindergarten to Grade 3 teachers assess the reading and numeracy levels of students, and plan instruction to meet identified gaps in their learning.

With the exception of the SRA Literacy Launcher, the following resources are available for purchase from the Learning Resources Centre. Order online at www.lrc.education.gov.ab.ca/ or telephone 780–427–5775.

Authorized Diagnostic Assessment Resources

Alphakids Reading Assessment Kit (2002)
Grades K, 1, 2
Distributor: Scholastic Canada Ltd.

	Order #	
Alphakids Reading Assessment Kit: Levels 1–24 Includes: teacher's guide; reading assessment video, 24 readers (Face Painting, My Hats, Let's Go!, A Bone for Buddy, The Goat, Sebastian Learns to Fly, Play Ball, Two Snakes, Shovelling Snow, Baby Bear Goes for a Walk, Camping, Worm Song, The Sun in the Sky, What Do You See?, Lines, My Street, Predators, Message on a Rocket, Starfish, Betty Boots, Going Fast, Queen Bertha, My Worm Farm, The Pizza Shop)	508129	$221.55★

Developmental Reading Assessment (DRA K–3) (Print)
Grades K, 1, 2, 3
Distributor: Pearson Education Canada

	Order #	
• **Developmental Reading Assessment Grades K–3 Box Kit** Includes: teacher resource guide, DRA continuum, DRA alternative texts BLM with 20 benchmark books, Developmental Reading Assessment BLM with 20 benchmark books	428202	$165.35★
• **Training Video Facilitator's Guide: Developmental Reading Assessment K–3, Developmental Reading Assessment Alternative Texts**	558520	$340.65★
• **Leveled Libraries: Emergent Stage: Levels Pre-A–2** Level Pre-A includes 6 titles, Level A includes 57 titles, Level 1 includes 23 titles, Level 2 includes 53 titles	558489	$397.30★

(continued)

★ prices subject to change

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Appendix 5-F

Diagnostic Assessment for Primary Programs (continued) page 2/3

Developmental Reading Assessment (DRA K–3) (continued)	**Order #**	
• **Leveled Libraries: Early Stage: Levels 3–10** Level 3 includes 100 titles, Level 4 includes 64 titles, Level 6 includes 37 titles, Level 8 includes 22 titles, Level 10 includes 30 titles	558497	$775.45*
• **Leveled Libraries: Transitional Stage: Levels 12–24** Level 12 includes 37 titles, Level 14 includes 39 titles, Level 16 includes 26 titles, Level 18 includes 13 titles, Level 20 includes 26 titles, Level 24 includes 33 titles	558504	$652.90*
• **Leveled Libraries: Extending Stage: Levels 28–44** Level 28 includes 18 titles, Level 30 includes 17 titles, Level 34 includes 6 titles, Level 38 includes 4 titles	558512	$198.65*
• **E*Assessment: Real Assessment in Real Time** Includes 57 student books, benchmark books, teacher's guide, phonics assessment blackline masters, E*Assessment CD–ROM (Windows/Macintosh version), M125 Handheld Palm Pilot	541468	$673.40*

PM Benchmark Kit 1 (2nd Ed.) (2004)
Grades K, 1, 2, 3
Distributor: Nelson Thomson Learning

PM Benchmark Kit 1 (2nd Ed.)	**Order #**	
Includes 30 readers: Look at Me, The Balloons, Wake up, Father Bear, Little Cat is Hungry, Sam and Little Bear, The Merry-Go-Round, Little Rabbit's Party, The Cat and the Mice, Stuck in the Ditch, Lost at the Shopping Mall, Late for School, Soccer at School, The Fox and Chicken-to-Go, The Water Slide, Little Steg, Great Lion and Tiny Mouse, Harry the Tow Truck, The Vacation Surprise, Tom and the Sack, The Skating Twins, The Wind and the Sun, Tricks with a Kite, Giraffes, The Cave Beside the Waterfall, Jack and the Beanstock, The Game of Soccer, Rikki-tikki-tavi, Mount Saint Helens Blows Its Top May 18, 1980, Fording the River, 65 Million Years Ago, teacher's notes, 30 reading record/comprehension assessment record forms	525933	$197.80*

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Appendix 5-F

Diagnostic Assessment for Primary Programs (continued) page 3/3

PM Benchmark Kit 2 (2002)
Grades 1, 2, 3
Distributor: Nelson Thomson Learning

	Order #	
PM Benchmark Kit 2 Includes 30 readers: On the Table, At the Zoo, Kate Goes to a Farm, The Big Plane, Little Teddy Helps Mouse, Nick's Snowman, Baby Bear and the Big Fish, My Big Sister, Clever Little Dinosaur, The Helpful Bulldozer, Tom's Train Ride, Buying a New House, The Best Runner, Little Hen, Mouse and Rabbit, Skip Goes to the Rescue, The Classroom Play, The Greedy Dog and the Bone, Harvest Mice, The Old Cabin in the Forest, Leo the Lion Cub, Kwan the Artist, Trees on Our Planet, The Miller, His Son and Their Donkey, A New Skatepark, Beavers, A Great Sense of Smell, Preparing for a Day in the Forest, Tracks by the Stream, Cyclone Tracy Destroys Darwin, Black Beauty Encounters a Steam Train, teacher's notes, 30 reading record/comprehension assessment record forms	525941	$203.95*

SRA Literacy Launcher (Levels Pre-K–2) (Online Resource)
Grades K, 1, 2
Distributor: McGraw-Hill Ryerson Ltd.

Vendor-direct—for accessibility and pricing inquiries, contact 905–430–5083.

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Appendix 5-G

Commonly-used Published Assessment Instruments

This list provides a number of commonly used instruments for assessing students in Alberta which have adequate statistical and diagnostic properties. The list is not intended to be exhaustive or limiting, however, if teachers use other instruments as their core or primary instruments, they are responsible for ensuring that the instruments have adequate statistical and diagnostic properties, and are at least as effective as those listed.

The following levels indicate *publishers'* guidelines for qualifications needed to use assessment instruments.

A – some training to use testing instrument
B – some graduate training

Academic Achievement

Standardized instruments that are multiple-choice format are generally discouraged except for screening purposes. Greater diagnostic information is obtained when students have to write, say or manipulate materials to provide answers.

Instrument	Level	Administration	Grade or Age Range	Comments
The Brigance System	A	• Individual, some group sections • Criterion-referenced • Time varies		• Use only relevant sections for situation
Brigance Inventory of Early Development (revised)			Birth to mental age 7	• Yellow
Brigance Comprehensive Inventory of Basic Skills			Pre-K–Grade 9	• Canadian edition–Green
Brigance Inventory of Essential Skills			Grade 6 to adult	• Red
Brigance Life Skills Inventory			Secondary +	• Blue
Brigance Employability Skills Inventory			Secondary +	• Grey
GORT–D Gray Oral Reading Test–Diagnostic	B	• Individual • 50–90 minutes • Alternate forms	Ages 5–12	• Seven subtests assess meaning cues, function cues and graphic/phonemic cues
KeyMath–Revised A Diagnostic Inventory of Essential Mathematics	B	• Individual • 35–50 minutes • Alternate forms	Ages 5–22	• Diagnostic • Canadian norms, also French version with Canadian norms • 13 subtests assess basic concepts, operations and applications

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Appendix 5-G

Commonly-used Published Assessment Instruments (continued) page 2/5

Instrument	Level	Administration	Grade or Age Range	Comments
K–TEA/NU Kaufman Test of Educational Achievement Comprehensive Form	B	• Individual • Comprehensive form 45–70 minutes	Ages 6–22	• Comprehensive form – diagnostic • Assesses reading decoding, reading comprehension, mathematics computation, mathematics applications, spelling
PIAT–R/NU Peabody Individual Achievement Test	B	• Individual • 60 minutes • Half subtests are multiple choice	Ages 5–22	• Diagnostic • Assesses general information, reading recognition, reading comprehension, spelling, mathematics, written expression
SDMT 4 Stanford Diagnostic Mathematics Test	A	• Group • Multiple choice and written response	Grade 1 to high school	• Six levels, colour-coded • Assesses mathematics concepts and applications, computation
SDRT 4 Stanford Diagnostic Reading Test	A	• Group • Multiple choice	Grade 1 to high school	• Six levels, colour-coded • Assesses vocabulary, comprehension, phonetic analysis, scanning • three optional informal instruments – reading strategies, reading questionnaire, story retelling
TERA–3 Test of Early Reading Ability	A	• Individual • 15–30 minutes	Ages 3–8	• Alternate forms • Assesses alphabet, conventions, meaning
TEWL–2 Test of Early Written Language	A	• Individual • 30–45 minutes	Ages 4–10	• Two equivalent forms • Assesses basic writing, contextual writing
TORC–3 Test of Reading Comprehension	A	• Individual • 30 minutes per subtest	Ages 7–17	• Diagnostic • Assesses general vocabulary, syntactic similarities, paragraph reading, sentence sequencing • Supplementary tests – vocabulary in mathematics, social studies, science, directions of schoolwork

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Appendix 5-G

Commonly-used Published Assessment Instruments (continued) page 3/5

Instrument	Level	Administration	Grade or Age Range	Comments
WDRB Woodcock Diagnostic Reading Battery	B	• Individual • 60 minutes	Ages 4–95	• Diagnostic • 10 subtests selected from Woodcock–Johnson Psycho-Educational Battery-Revised: Tests of Achievement (WJ-R ACH)
WIAT and WIAT–II Wechsler Individual Achievement Test	B	• Individual • 45–90 minutes	Ages 5–19	• Diagnostic • Canadian norms, linked with Wechsler Intelligence Scale for Children (WISC) • Assesses basic reading, reading comprehension, mathematics reasoning, listening comprehension, oral expression, spelling, written expression
WJ III ACH Woodcock–Johnson Tests of Achievement	B	• Individual • 60 minutes	Ages 2–90+	• Diagnostic • 12 tests in standard battery, extended battery adds 10 more • Must use computer program for scores and discrepancies
WRMT–RNU Woodcock Reading Mastery Tests	B	• Individual • 45 minutes	Ages 5–75	• Diagnostic, two levels • Assesses word identification, word attack, word comprehension, passage comprehension • Form G adds visual-auditory learning, letter identification

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Appendix 5-G

Commonly-used Published Assessment Instruments (continued) page 4/5

Adaptive Behaviour Instruments

Adaptive behaviour instruments are most often used to review the impact of cognitive, physical and sensory disabilities upon day-to-day functioning, in and out of the classroom. Look for instruments that include assessment of functioning in the school setting.

Instrument	Level	Administration	Grade or Age Range	Comments
ABS–S2 AAMR Adaptive Behavior Scale–School Edition	B	• Questionnaire or structured interview • 60–120 minutes	Ages 3–21	• Part 1 – assesses nine areas of personal independence • Part 2 – social maladaptation • Standardization primarily on students with mental retardation
SIB–R Scales of Independent Behaviour	B	• Questionnaire or structured interview • 15–60 minutes	Infancy to mature adult	• Three forms – full scale, short, early development • Not focused on functioning in school
ABAS, ABAS 2nd ed. Adaptive Behavior Assessment System	B	• Questionnaire • 15 minutes	Birth–89 (2nd ed.)	• Teacher and parent forms • Assesses communication, community use, functional academics, home living, health and safety, leisure, self-care, self-direction, social, work
SFA School Function Assessment	A	• Rating scale and profile • Criterion-referenced	Elementary grades	• Designed for students with disabilities • Ratings of participation, physical task supports, cognitive/behaviour task supports and activity performance

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Appendix 5-G

Commonly-used Published Assessment Instruments (continued) page 5/5

Receptive and Expressive Language Instruments

Instrument	Level	Administration	Age Range	Comments
BBCS–R Bracken Basic Concept Scale	B	• Individual • 30 minutes	Ages 2½–7	• 11 subtests measuring basic concepts and receptive language
CASL Comprehensive Assessment of Spoken Language	B	• Individual • 30–60 minutes	Ages 3–21	• 15 subtests in four categories – lexical/semantic, syntactic, supralinguistic, pragmatic
CELF–3 and CELF–4 Clinical Evaluation of Language Function	B	• Individual • 30–60 minutes	Ages 5–21	• Receptive and expressive language • Four core subtests, six supplementary subtests
ITPA–3 Illinois Test of Psycholinguistic Abilities	A	• Individual • 45–60 minutes	Ages 5–12	• Six subtests of spoken language and six subtests of written language
OWLS Oral and Written Language Scales	B	• Individual • 15–40 minutes	Ages 3–21	• Three subtests – listening comprehension, oral expression, written expression
PLS–4 Preschool Language Scale	B	• Individual • 20–45 minutes	Birth–6	• Assesses total language, auditory comprehension, expressive communication
TELD–3 Test of Early Language Development	B	• Individual • 20 minutes	Ages 2–7	• Assesses receptive and expressive language
TOAL–3 Test of Adolescent and Adult Language	A	• Individual • 60–180 minutes	Ages 12–24	• 10 areas of language covering listening, speaking, reading, writing
TOLD–P3 Test of Language Development, Primary	B	• Individual • 60–120 minutes	Ages 4–8	• Spoken language only • Assesses understanding and meaningful use of words, grammar, pronunciation
TOLD–I3 Test of Language Development, Intermediate	A	• Individual • 30–60 minutes	Ages 8–12	• Assesses receptive and expressive language

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This is a chapter from Alberta Education's teacher guide *Individualized Program Planning* (2006).

Chapters in the resource include:

Getting Started

Introduction
1: Working Through the IPP Process

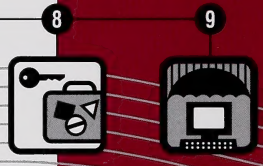
Building the Learning Team

2: Encouraging Parent Involvement
3: Supporting Student Participation
4: Creating a Network of Support

Identifying Student Needs

5: Using Classroom Assessment to Support the IPP Process
6: Selecting Accommodations and Strategies
7: Making Goals Meaningful, Measurable and Manageable

Looking to the Future



8: Planning for Transitions
9: Infusing Assistive Technology for Learning into the IPP Process

Developing New Solutions

10: Getting Off to a Good Start in ECS
11: Planning for Students who are Gifted
12: Promising Practices for Junior and Senior High School

A PDF of the complete resource *Individualized Program Planning* is available on Alberta Education's Web site at www.education.gov.ab.ca/k_12/specialneeds/resource.asp.

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